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and Other Commercial Subjects

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No. 9

Shorthand: Its Educational and Practical Value

By George Archibald Clark

Leland Stanford Junior University, California

[Extracts from a paper read before the National Educational Association, 1911]

I WISH to make a plea for a more general recognition and a wider use of shorthand as a means of writing. By shorthand in this sense I do not mean any particular form of phonography, stenography, brachygraphy, tachygraphy, aristography, or any other-ography. My interest is in shorthand as a form of language representation, briefer and more facile than longhand and hence capable of saving time and labor to those whose business it is to write.

Shorthand is no new thing. It was used in the days of Cicero.*

Shorthand an Ancient Accomplish- ment

It is supposed that St. Paul dictated some of his epistles to amanuenses skilled in its use. In the days of St.

Augustine a church assemblage in Carthage used eight stenographers to record deliberations. The emperors Titus and Charlemagne were proficient in the art. A working system of shorthand, adapted to English, was published in London by Timothy Bright in 1588. Mr. J. Ensign Rockwell, in his monograph on shorthand, published by the Bureau of Education in 1893, enumerates over 600 forms or editions of shorthand which had been published to that date from the time of Bright.

The history of shorthand is a long and interesting one. I do not, however, intend to dwell upon it beyond pointing out, by these recorded facts, its antiquity. Wherever the need of recording spoken utterance has been

*The reader is referred to "A Short History of Shorthand," by John Robert Gregg, which began in the December, 1921, issue of the *Gregg Writer*, for an interesting account of the early history of shorthand.

felt, some form of shorthand has been invented and used to meet the need which ordinary longhand has failed to meet.

Coming into existence as a medium of recording spoken utterance, its early place was in legislative halls, in meetings of learned societies, in courts of law, and other assemblages, where discussions, debates, and original records of any kind were to be preserved. It still holds this very important place, but in the past quarter of a century the art has entered the field of business and has revolutionized the whole method of business correspondence.

Everyone is familiar with the stenographer's place in the business office. It is an important, nay, an indispensable one. The business man could no more get along without his stenographer than without his telephone or the telegraph.

The basis of this occupation rests in the skill of the stenographer to write at a rate of speed far in excess of the possibilities of longhand. The business man talks his letters instead of writing them out laboriously by hand. The stenographer records them in shorthand and transcribes them in print on the typewriter.

But the business man has no monopoly on this need which the stenographer meets.

Stenography His mother, wife,
Needed as daughter, all his rela-
Greatly tives, male and female
Outside Bus-—the rank and file of
iness Offices humanity who write
and receive letters—
experience the same need. Each
individual cannot have a stenographer

at hand, but each individual, by possessing this more brief and rapid form of writing, can be his or her own stenographer. The art which saves time and labor to the employer will also save time and labor to the individual.

We have not confined the use of the telephone to business matters—to communications between business men and business houses. We have taken it into the home and the club and have utilized its services in all social and friendly, as well as in business, intercourse. The same is true of the telegraph, the forms of rapid transit, and labor-saving devices of all kinds. Why should we limit the usefulness of shorthand to business?

When we consider the number of business men who find shorthand a necessity, the great body of teachers who **Used Because Inherited** offer instruction in it, and the army of workers who earn their

daily bread by its use, it seems strange that so little progress has been made in its adoption for individual and general use. The reasons for this are, however, simple. In the first place, our longhand writing is virtually inherited. Thrust upon us in our infancy, when we have not yet learned to distinguish between good and bad in matters of writing, by the time we have attained years of discrimination longhand has become a fixed habit. The cumbersome characters through long use have become automatic, reflex, like the efforts of breathing and walking. We realize the inadequacy of longhand but vaguely, if at all. If we are in business, we employ a stenographer. For the rest, we accept the situation as a matter of course and pass on to our children the same heritage of toil

and strain of eye and nerve which the acquisition and practice of longhand mean to all who write.

If the teachers in our public schools were engaged in teaching adults a form of writing that was five times as slow and difficult as another form of writing well known and in constant use, there would be rebellion and revolution. It could not be done any more than the farmer of the present day could be induced to harvest his grain with the ancient sickle, or the newspaper to set its type by hand, with the self-binding harvester and the linotype available. But our teachers are dealing with children who have no effective means of self-defense. We have laws against child labor, but they apply to the factory and the sweatshop, not to the school-room.

In the second place, those who use shorthand, and hence are in a position best to understand its possibilities, look upon it as a tool, like the typewriter and the letter-file, strictly for office and not for personal use. This attitude of mind is expressed by the proverbial wisdom which says that "It is ever the children of the cobbler that go poorly shod; the roof of the carpenter that leaks."

I should like to point out here the difference between the professional use of shorthand, as illustrated in the practice of the stenographer, and the amateur use which I wish to advocate. The making of a stenographer is a different thing from the making of a mere writer of shorthand. The former means a training of an individual to take dictation at the

rate of spoken utterance. It is the training of the race horse as against the training of the draft or driving horse. We talk easily. The tongue has been apprenticed to its task from birth. We write comparatively little, and that with extreme difficulty. Part of this difficulty is due to the inconsiderable amount of practice the hand receives, much of it to the cumbersome medium in which we write. The result is that the hand is no match for the tongue. To put it concretely: we can talk easily at the rate of from one hundred to one hundred and twenty-five words a minute; we can write in longhand no more than twenty to twenty-five words per minute. The stenographer must be trained to overcome this inequality, and the task is difficult. He can accomplish it only by long and severe practice and by sacrificing every superfluous character, every superfluous motion.

The mere substitution of shorthand for longhand as a means of writing is a much simpler thing, as the training of a driving horse is of a driving horse is a simpler thing than the training of a racer. It means merely placing in the hands of the

writer a simpler and more facile form of character. Longhand writing is based upon an alphabet of twenty-six characters, capable of being joined in a running script. Shorthand is likewise based upon an alphabet of characters. They are forty in number because it is a phonetic alphabet, which the alphabet of longhand is not. I need not point out the advantage of a phonetic alphabet. Take the word "bought." There are three simple sounds in it, but six letters are used to express them—the labor

Shorthand Considered An Office Tool Only

Professional Training Not Necessary for Personal Note-taking

Shorthand for Personal Use, the Plea

of writing increased 100 per cent for no purpose. Each character of the shorthand alphabet stands for a single sound.

Each character in the shorthand alphabet is made with a single motion

Substituting the Short-hand Alphabet Saves Seven-Ninths of Labor of Longhand Writing

of the pen. In longhand, the simplest letter, the letter *e*, requires three distinct strokes of the pen—an upward right curve, a downward left curve, and an upward right curve. The most complicated letter, *m*, requires seven strokes. I need not enumerate them. The average number of strokes for the entire alphabet is four and one-half pen movements for each letter. On a basis of mere substitution of alphabets, shorthand gives a clear saving of seven-ninths of the labor of writing. The actual saving through the phonetic use of the shorthand characters is considerably greater.

To put this matter again in concrete form, consider for a moment the writing of the word "thought." It is a somewhat extreme case, but fairly typical. There are twenty-five distinct pen movements necessary to its writing in longhand. It contains three simple sounds, requiring three simple strokes in shorthand.

If a transportation company, a manufacturing plant, or any other business organization

Why Waste Our Energy? could save seven-ninths, to say nothing of eleven-twelfths, of

the time and labor in any of its operations, how quickly the opportunity would be seized upon! What are the 112,000 stenographers recorded in the census of 1900 paid for? Merely to

effect this saving in time to a certain class of men. Is the time of *other* men and women of no value, that it should be wasted in drudgery which the business man pays, and pays liberally, to avoid?

(To be continued next month)



Obituary

W. H. Coppedge

WE LEARN with deep regret of the death of Mr. W. H. Coppedge, of Boise, Idaho. Mr. Coppedge was fatally injured when the automobile he was driving was struck by a train on the Oregon Short Line as he was crossing the tracks.

Mr. Coppedge was formerly one of the owners of Link's Business College at Boise. He was a student at Gregg Summer Normal School in 1909, and was counted as one of the brilliant teachers of the system.

Immediately after leaving the school he became engaged in teaching in Idaho, where he made his home.

We extend our heartfelt condolences to his wife and two children, who survive him.

J. G. Dunsmore

A BRIEF notice from a Lynchburg paper of March 26, brings us word of the death of Mr. J. G. Dunsmore, of Staunton, Virginia. Mr. Dunsmore had been ill for some time. He had not recently been acting head of Dunsmore Business College, Staunton, of which he was the founder, but had still remained president emeritus of the school.

SCHOOL NEWS AND PERSONAL NOTES

Found in the Editor's Mail

ACCORDING to the San Francisco papers, Mr. Will C. Wood, State Superintendent of Public Instruction of California, has definitely declined the offer of the presidency of the University of Arizona at a salary of \$10,000 a year. Mr. Wood, in commenting on the situation, said that, while sincerely appreciating the offer of the presidency, he especially desired to finish the school work under program in California. "I am of the firm belief that the most acute problems of the day are to be found in the elementary schools rather than in the colleges," he said.

Have you sent us the details of your school's summer normal session?

Miss Viola Spencer, of the Iowa State Teachers' College, Cedar Falls, Iowa, will be a special instructor in the summer session of Syracuse University. Her subjects will be shorthand and typewriting.

At Queen's University summer session, Mr. A. H. Carr, the well-known principal of the Commercial High School, at Calgary, Alberta, will deliver a series of lectures on accounting.

Miss Helen Bruenig, who has been a special teacher of shorthand and association branches in the Y. W. C. A. at Akron, Ohio, will be with McLachlan Business University, Grand Rapids, Michigan, beginning June 1. As many of our readers know,

Miss Bruenig is not only a successful teacher, but a rapid shorthand writer. She reported the principal sessions of the recent meeting of the National Commercial Teachers' Federation.

Student teaching in commerce at the University of Southern California, Los Angeles, is being supervised by Miss Eva Jessup. The same school is conducting a course in Commercial Teachers' Problems, by F. E. Weber.

The following high school instructors have been selected as the commercial faculty for the summer sessions at the University of California:

C. I. Blanchard, director of commercial education, Berkeley
 Frank H. Arnold, supervisor of writing, Spokane
 Blanche Holbrook, Berkeley
 W. C. Hyatt, Tamalpais, Union High School Mill Valley, California
 Mrs. Fayette Partch, Alameda High School
 Mrs. Ellenore K. Robbins, Chico High School
 Mrs. Mary M. Tomsen, Berkeley
 William E. Moore, Oakland
 Laurance N. Pease, Stockton
 Margaret E. Keefe, Los Angeles
 C. E. Birch, director of commercial work, Lawrence, Kansas

Information that Colonel Wallace H. Whigam has recently been appointed Dean of Boys in Carl Schurz High School, Chicago, has just been received. This is a large responsibility well placed.

The current issue of "How to Sell" contains an illuminating article on the rise of the Dague Business College, Wichita, Kansas. The article,

from the pen of Mr. M. N. Bunker, is a remarkable testimonial to the industry, foresight and achievement of Mr. Si R. Dague, president of the institution.

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The Department of the Interior, Bureau of Education, Washington, D. C., has published the findings of the committee on commercial education for California as offering the first of a constructive program in the United States on the subject of com-

mercial training for teachers. These reports appeared in the September and December (1921) issues of the *American Shorthand Teacher*.

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There's a reason why the Pacific Coast teachers and schools stand at the top—in Wayne County, Utah, out of twenty-seven teachers, twenty-one of the number attended summer school at some institution of college grade during the past summer!

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Wide Range of Courses Offered This Summer at Chicago University

THE School of Education and The School of Commerce and Administration of the University of Chicago offer this summer a wide range of courses of interest to teachers of commercial subjects in secondary schools. For teachers in need of materials, Dean L. C. Marshall tells us the following courses have been planned:

Materials for a Secondary School Course in Business Administration

Materials for Secondary School Course in Finance

Materials for Secondary School Course in Labor

Materials for Junior High School Course in Social Studies

Materials for Secondary School Course in Marketing and Salesmanship

Materials for and Methods of Presentation of Business Correspondence

For those who wish to prepare themselves to teach and for those already teaching who wish to render their instruction more effective, the following are some of the courses offered:

The Teaching of Secondary School Economics
The Teaching of Secondary School Accounting

Methods of Teaching in High Schools

General Technique of instruction in High Schools

The Use of Tests in Improving High School Instruction

The Teaching of Shorthand and Typewriting

Methods of Presentation and Materials for Business Communication

The New Civics for Teaching Purposes in the Upper Grades and High School

For teachers who are primarily interested in taking courses for a degree, in many of the fields such as Marketing, Law, Accounting, Psychology, and Education, the elementary, the intermediate, and the advanced courses are given.

The first term of the Summer Quarter opens June 19 and closes July 26; the second term opens July 27, and the quarter closes September 1.

Full descriptions of these courses and of scores of other courses bearing directly and indirectly upon the field, can be obtained by writing for the Summer Quarter Circular of Information, Faculty Exchange Box 500, The University of Chicago, Chicago, Illinois.

Summer Courses for Teachers

FOR the benefit of teachers who are planning to study shorthand this summer we are submitting a list of institutions that we understand will offer special teachers' courses in our system of shorthand. Any additions to this list received before May 1, will be published in June.

ARIZONA

Northern Arizona Normal School, Flagstaff
University of Arizona, Tucson

ARKANSAS

Draughon's Practical Business College, Little Rock

CALIFORNIA

Armstrong School, 2024 University Avenue, Berkeley
University of California, Berkeley
Chico Business College, Chico
California-Brownsberger Commercial College, 625 South Hope Street, Los Angeles
Commercial Experts Training Institute, Los Angeles
Dixon School of Business, 519 Douglas Building, Los Angeles
Sawyer School of Secretaries, Baker-Detwiller Building, Los Angeles
Southwestern University, Wilcox Building, Los Angeles
University of California, Southern Branch, Los Angeles
University of Southern California, Los Angeles
Heald's Business College, Oakland
Kelsey-Jenney Commercial College, San Diego
Heald's Business College, San Francisco
Miss Miller's Private School for Secretaries, 1031 Phelan Building, San Francisco
Munson School for Private Secretaries, 600 Sutter Street, San Francisco
Leland Stanford Junior University, Stanford

COLORADO

University of Colorado, Boulder
Colorado State Teachers' College, Greeley

DISTRICT OF COLUMBIA

Steward's Business College

FLORIDA

Florida State College, Tallahassee

GEORGIA

Bryan-Hatton Business College, Atlanta
State Normal & Industrial College, Milledgeville

HAWAII

Phillips Commercial School, Honolulu

IDAHO

Link's Modern Business College & Idaho Commercial College, Boise
University of Idaho, Moscow
Idaho Technical Institute, Pocatello

ILLINOIS

Gregg School, Chicago
University of Chicago
Illinois State Normal University, Normal
Gem City Business College, Quincy

INDIANA

Indiana University, Bloomington
Lockyear's Business College, Evansville
Indiana State Normal School, Muncie
Indiana State Normal School, Terre Haute
Valparaiso University, Valparaiso

IOWA

Iowa State Teachers' College, Cedar Falls
University of Iowa, Iowa City
Penn School of Commerce, Oskaloosa

KANSAS

State Normal School, Emporia

KENTUCKY

Bowling Green Business University, Bowling Green

MAINE

Maine School of Commerce, Auburn
University of Maine, Orono

MARYLAND

Baltimore Business College, Baltimore

MASSACHUSETTS

Boston University, Boston
Simmons College, Boston
Salem Commercial College, Salem
State Normal School, Salem
Bay Path Institute, Springfield

MICHIGAN

Ferris Institute, Big Rapids
The Business Institute, Detroit
Western State Normal School, Kalamazoo
State Normal School, Mt. Pleasant
Cleary College, Ypsilanti

MINNESOTA

Collegiate Institute, Minneapolis
Minneapolis Business College, Minneapolis
Specialists' Business School, Minneapolis
College of Commerce, St. Cloud
Lancaster Business College, St. Paul
Rasmussen Practical Business School, St. Paul
Twin City Business University, St. Paul

MISSOURI

Southeast Missouri State Teachers' College, Cape Girardeau

Chillicothe Business College, Chillicothe
 State Teachers' College, Kirksville
 Southwest Missouri State Teachers' College,
 Springfield
 Central Missouri State Teachers' College,
 Warrensburg

MONTANA

University of Montana, Missoula

NEBRASKA

Midland College (School of Commerce), Fremont
 State Normal School, Kearney
 Nebraska School of Business, Lincoln
 University of Nebraska, Lincoln

NEVADA

University of Nevada, Reno

NEW HAMPSHIRE

State Normal School, Plymouth

NEW JERSEY

University of New Jersey, New Brunswick

NEW MEXICO

New Mexico Normal University, Las Vegas

NEW YORK

State Teachers' College, Albany
 Hunter College, New York City
 Columbia University, New York City
 State Normal School, Plattsburgh
 Rochester Business Institute, Rochester
 Syracuse University, Syracuse

NORTH DAKOTA

University of North Dakota, Grand Forks
 Jamestown College, Jamestown
 State Normal School, Valley City

OHIO

Office Training School, Columbus

OKLAHOMA

Hill's Business College, Oklahoma City

OREGON

Astoria Business College, Astoria
 Oregon Agricultural College, Corvallis

University of Oregon, Eugene
 State Normal School, McMinnville
 Behnke-Walker Business College, Portland
 Northwestern School of Commerce, Morrison at
 10th, Portland

PENNSYLVANIA

State Normal School, Indiana
 Pierce School, Philadelphia
 Philadelphia Business College, Philadelphia
 Temple University, Philadelphia
 The Taylor School, Philadelphia
 Duquesne University, Pittsburgh

SOUTH DAKOTA

Northern Normal and Industrial School, Aberdeen

TEXAS

University of Texas, Austin

UTAH

Latter Day Saints Business College, Salt Lake
 University of Utah, Salt Lake

VERMONT

University of Vermont, Burlington

VIRGINIA

University of Virginia, Charlottesville
 State Normal School for Women, Fredericksburg

WASHINGTON

State Normal School, Bellingham
 State Normal School, Cheney
 State Normal School, Ellensburg
 State College of Washington, Pullman
 Griffin-Murphy Business College, Seattle
 Hall Business College, Seattle
 University of Washington, Seattle
 Wilson's Modern Business College, Seattle
 Northwestern Business College, Spokane
 Crumley Business College, Tacoma

WISCONSIN

Hunt's Business College, Eau Claire
 Wisconsin Business University, La Crosse
 The "4C" College of Commerce, Madison
 State Normal School, Whitewater

SALEM COMMERCIAL SCHOOL

SALEM, MASS.

Summer School for Business Teachers

The New England Business College Association will conduct a special summer course in teaching methods for business college teachers at Salem Commercial from July 12 to July 21. Salem is a city of great historic interest. The Chamber of Commerce will take attending teachers on numerous automobile trips along the famous North Shore. The teachers will be men from leading New England schools and colleges. Courses in teaching methods for all business subjects will be offered.

COST OF COURSE (including trips), \$10.

Longer courses at same rate.

Send for full particulars.

GEO. P. LORD, Director.

CONVENTION PARAGRAPHS

News from the Various Teachers' Associations

Connecticut High Schools

THE South Central Connecticut High School teachers held their first institute at the Danbury High School, Danbury, Connecticut, on February 10, 1922.

The commercial section program had been prepared by Mr. Irving S. Cobleigh, chairman of the shorthand department of the Danbury High School. Unfortunately, illness prevented his being present, but one of his assistants, Miss Lillabel A. Gazzam, presided over the commercial meeting, which was held in the afternoon.

Harold H. Smith, of the Gregg Publishing Company, talked briefly on some of the phases of developing skill in shorthand and typewriting, illustrating his points in shorthand on the blackboard and in typewriting at the machine.

Miss Gazzam gave an interesting demonstration of the value and the use of the phonograph in teaching typewriting. A group of twenty-five Danbury high school students volunteered as a model class for this work and gave a splendid exhibition of rhythm. The possibilities of single and double time were clearly brought out by various students.

Miss Gazzam evidently has the right idea in typewriting. The students became so interested in the demonstration that they agreed to write a series of minute tests—for accuracy—and did so with much credit to themselves.

Miss Zoe Allen, also of the Danbury High School, discussed the subject of "Goals for First-Year Bookkeeping." She brought out the necessity of keep-

ing in view the fact that the first year's work was not to develop accountants but rather the foundation for thorough work in the advanced courses.

Much disappointment was felt because Mr. Cobleigh's illness prevented his talk on "Are We Teaching Subjects or Pupils?"

A "question box" brimful of puzzlers closed the meeting. This number developed into a most interesting round-table and free-for-all discussion.

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San Francisco Business Show

THE following live program was given at the Second San Francisco Business Show, March 11:

COMMERCIAL SECTION, CALIFORNIA TEACHERS' ASSOCIATION

San Francisco Business Show Meeting
March 11, 1922—Roof Garden, Hotel Whitcomb

9:30 a. m.

Training of Expert Typists, *William F. Oswald*,
Underwood Typewriter Company

Principles of Finance, *Mrs. Edward Dexter Knight*,
Director of the Woman's Banking Department of the Bank of Italy

Commercial Education in the Junior High Schools, *Lloyd Bargee*, Assistant Superintendent, Oakland Public School

Round Table

11:00 to 12:00

Twenty minutes given to each subject and each speaker limited to three minutes

Intensive Shorthand

Discussion led by *Clyde Blanchard*, Director of Commercial Education, Berkeley Public Schools

What Should Constitute the Commercial Major? Discussion led by *Paul L. Evans*, Head of Commercial Department, Alameda High School

[At present the commercial major in-

cludes Commercial Geography, Commercial Law, Business Organization, Business Economics, Salesmanship, U. S. History, Civics.]

The School Bank

Discussion led by *Mrs. Fayette Partch*, Alameda High School

12 M

Luncheon

3:00 p. m.

Third California State Typewriting Contest

One hundred contestants representing fifty schools, competed for the honors. There were three Grand Prizes awarded: Silver Loving Cups, one for Business College entrants; one for High School entrants; one for Accuracy, open to all contestants. Rational typists won all these trophies, and the honor medals given. The *June Gregg Writer* will contain a detailed account of the results.

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Inland Empire

Spokane, Washington, April 5, 6, 7, 1922

Report by Elizabeth S. Adams

ONCE a year, as near the Easter holidays as possible, the educators of four great states convene for a discussion of the general problems of school administration. It is an open question whether Spokane is chosen for the meeting place because of its geographical position, or because it owns the best hotel lobby in the country for making everybody feel at home. Certain it is that "visiting" in the big, beautiful foyer of the Hotel Davenport, and "banqueting" in its many delightful dining rooms play no small part in the sum total of general enjoyment during the week of the Inland Empire Teachers' Association meeting.

The officers this year were Superintendent D. A. Grout, of Oregon, President; Mrs. Laura Butz, Super-

intendent of Kellogg, Idaho, Vice-President; James A. Burke, of Spokane, Secretary; Superintendent R. L. Kirk, of The Dalles, Oregon. The two speakers on the general session programs were Miss Charl Ormond Williams, of Memphis, Tennessee, President of the National Education Association; and C. P. Cary, former Superintendent of Public Instruction in Wisconsin.

Of special interest to the commercial teachers, were two discussions at the section meeting of vocational education, presided over by Melvin S. Lewis, State Director of Vocational Education, Idaho. President Charles R. Frazier, of the Idaho Technical Institute, demonstrated clearly the interdependence existing between business and schools giving commercial training. Dean Stephen Ivan Miller, College of Commerce, University of Washington, put a tremendous lot of inspiration into his thirty-five minute address on "Present Progress and Future Possibilities of Vocational Education." The future looked quite rosy when he had finished, to those of us unhampered by the academic traditions.

A second meeting of interest to the commercial teachers, if one can judge accurately from the full attendance, was the section meeting presided over by Chairman W. E. Haeseler, of Cheney Normal School, Washington, with Secretary F. E. Berquist, of Sandpoint, Idaho, busy taking notes. Mr. C. E. Baten, of Lewis and Clark High School, in Spokane, led off with a fine talk on the course he is giving in Business Administration. His course is built around the definite school project of making the weekly school journal pay a profit. Using Doctor de Haas' book as a text to establish principles, the class at the same time applies the prin-

ciples to an actual problem. The results have been very happy so far. Mr. Maynard, from the Department of Business at Pullman State College, gave just as interesting a talk on the methods of instruction along the same topic used in the College. Mrs. Lesetta Erickson, State Supervisor of Commerce for Idaho, discussed ably the best equipment and methods for good typing. A Round Table discussion on methods of handling shorthand was started by Miss Elizabeth S. Adams, of the Pacific Coast office of The Gregg Publishing Company, and shared in by most of those present.

The officers for next year are:

Chairman, Mrs. Lesetta Erickson

Secretary, L. E. Laidlaw, of Wallace, Idaho.

On Saturday forenoon, the counties of Northern Idaho staged a good contest. Mr. Higley, with fine courtesy, offered the hospitality of the Northwestern Business College to the Schools. The twelve contestants represented Priest River, Coeur d'Alene, St. Maries, and Wallace. The Rotary Club of Coeur d'Alene offered a beautiful silver cup to the school making the highest score. In the contest totals Wallace scored first and Coeur d'Alene second. The losers showed a spirit of fine sportsmanship.



Central Commercial Teachers' Association Announces Program

THE Central Commercial Teachers' Association will hold its annual meeting at the Fontenelle Hotel, Omaha, May 25-26-27. The program, reaching us just as we go to press, is clearly indicative of a three-day professional menu of unusual value—one that no commercial teacher or school manager within the province of the Association will want to miss.

Perhaps you are wondering about the present attitude toward college credits for commercial subjects. Or it may be that you would like to know more about the new subjects which are destined to become a part of the curriculum in both high and private schools in the near future. Then, too, your methods may not be as dynamic as you would like, and again, if you consider them especially effective, you will want to share them with your fellow-teachers.

The offering represents a broad-gauged program having a distinct

bearing upon the future of the profession. President Robbins has arranged for some of the best talent in and outside the profession to initiate the discussions of peculiar interest to the time. Nothing that will make the convention serve the highest interests of the teachers is being neglected. Thursday, the twenty-fifth, is designated "Managers' Day," the following sessions to be devoted to general meetings and round tables. As to social events, Mr. Robbins gives no detailed announcement, but teachers are assured that this part of the program will be something worth while.

The arrangement of the program indicates an earnest effort on the part of the official family to elevate commercial education to a still higher level. Advance programs or any other information about the meeting can be secured by writing to Mr. W. A. Robbins, Lincoln Business College, Lincoln, Nebraska.—W. D. W.

Impressions of Methods Gained from Visiting Summer Normals

Digest of Discussion of this Subject at the February Meeting of the Gregg Shorthand Teachers' Association of New York

By Harold H. Smith

MR. SMITH wove his remarks around the following paragraph, which appeared in the article on "The Mechanics of Class Teaching," in the November, 1921, *American Shorthand Teacher*:

"For success in the classroom, the teacher must be aware of what the class is really doing; he must have a well-defined plan of study and of classroom procedure, and a definite objective that is kept in view; and he must get away from the crude mechanisms of the past. To do this, to quote the author, 'the real teacher will study his teaching and find his way out.'"

Failure to be "aware of what the class is really doing . . ." covers the major portion of classroom teaching errors, according to Mr. Smith's opinion. As an illustration of this, he described the evil effects of using the blackboard solely as a means of easy grading. The work of the student who is being graded is the only work watched, the rest of the class are lethargic, develop poor writing habits, practice incorrect outlines, thus negating most, if not all, of the good of the instruction, and lose in enthusiasm.

Offsetting this, he described constructive methods of using the blackboard, specifying that

Blackboard such practice was not
Drill in for "all the class, all
Shorthand the time," but for
Classes "some of the class,
most of the time," and

it should be systematized so that every student is given an opportunity to do

some of this work. In all blackboard group practice, individual correction of all wrong outlines must be insisted upon. The teacher is responsible for checking up the thoroughness of this correcting. Quick execution can be most easily developed through the medium of the blackboard. No "touching up" of outlines should be permitted. On the contrary, the student should be taught to cross out undesirable outlines and rewrite them correctly. A sure check is provided on students who make unnecessary movements between outlines. Many shorthand writers lose more time between outlines than they can possibly gain by writing them rapidly. Speed up execution at the blackboard.

The wise teacher will also develop each student's personal style through observation of his blackboard work. Improvements are easily made.

A wide range of reading ability may be secured and monotony avoided by asking pupils who are seated to read back notes written on the board by their classmates.

Emphasis was placed on the necessity of the teacher's having a "well-

defined plan of study
Make Definite and of classroom
Study Plans procedure," and
that the students
must be carefully trained in the latter
before it could be made effective.

A teacher could easily develop a reasonably good "plan of study" by the simple device of keeping a daily record of lesson assignments and actual

accomplishments. The second time over the ground, refinements would be made according to experience, and gradually a thoroughly effective plan would be evolved.

Under the head of "classroom procedure" a number of special drills in penmanship, digit drills, shadow writing, self-dictation *en masse* and singly, writing between lines and over outlines previously written were detailed, and the importance of reducing these to a routine shown.

In shorthand the teacher must have "a definite objective that is kept in view." This was defined as "the habit of

Developing the "Manual Habit"

correct, instantaneous reaction on the part of the hand to the spoken word. While theoretical ability in handling the rules and principles has its place, it cannot compare with the importance of the "manual habit," which "must be coupled with the hearing of the spoken word."

In order to reach the desired objective much drill must be given on common word and phrase forms, particularly in straight matter from dictation. Constant dictation drill for "hand-and-ear" development is the big essential. The teacher should refuse to be satisfied with outlines which are only approximately correct.

In exhorting teachers to "get away from the crude mechanism of the past," the speaker reminded them that the Dictated Tests Best old method of handing out printed or mimeographed words and sentences was out of date and most ineffective in comparison with the new method of dictating examinations, both because it furnished a more reliable test of the

student's shorthand ability, and because it functioned to increase his capacity for "hearing and writing."

Less explaining and talking, more drill and snap, are marks of the efficient teacher. "Catch up the careless writer—keep the class on its toes."

Demand and insist upon good paper, pen and ink, if good work is expected. Many teachers

Insist on Good "Tools"

permit pupils to use poor tools, and the inevitable result is large, ill-proportioned notes, carelessness, lack of artistic development, inaccuracy, and low speed. Teachers should assume an air of reasonable professional authority in discussing these matters with their pupils and superiors. The shorthand instructor who is himself a good shorthand writer will not need much urging on this score. He knows through experience. Teachers should become good writers.

Teachers should use the blackboard freely, teaching students the fine points of shorthand

Rhythm rhythm within the outline, natural pauses, freedom of movement, etc., through the imitative tendency. Here again, the teacher who is a practical writer has a distinct advantage.

Instead of assigning or even permitting senseless copying of outlines "twenty-five times or

Constant Drill Necessary more," teachers will insist on intelligent practice, alternation of outlines, and self-dictation.

The elementary school teacher cannot always depend upon his elementary methods in teaching shorthand, particularly in the matter of giving drill. Shorthand instruction demands far more drill (Continued on page 338)

EDITORIAL COMMENT

On Sundry Topics

Shorthand as a College Credit Subject

DR. WILLIAM DODGE LEWIS, Deputy Superintendent of Public Instruction of Pennsylvania, in speaking at the conference of college presidents at Harrisburg, February 4, made a strong plea for commercial subjects and shorthand as subjects entitled to credit toward college entrance. Of shorthand he said:

"Only nine colleges in Pennsylvania now give entrance credit for shorthand. Will you go with me into a shorthand class and see what happens? The pupil is held to the most exacting mastery of intricate and technical phonetic signs. She is required in the early stages to master the making of these into word equivalents. She is soon required not only to know the word signs, but to know them quickly and to read back the dictation. A little later this dictation is coordinated with typewriting. The pupil goes to the shorthand class, takes down the dictation, then goes to the typewriting class, sometimes after several periods when her memory will give her less aid, and reproduces the material on the typewriter. She recites every moment in both classes, and the test is absolutely infallible. She does her task, or she doesn't do it. She and her teacher know at once where the slightest error occurs. Compare this, if you will, with the subject that has usually been considered the most exacting; namely, Latin. You know how often pupils after the first year evade the task set by the use of translations. When the translation is worked out, in

the majority of Latin classes the most execrable "translation English" is permitted. Unquestionably the discipline of putting the thought of a Latin sentence into good English is one of the finest disciplines possible, but the mere transliteration of Latin words certainly is as demoralizing to English as is the use of slang, and as dangerous a half achievement as any other botched job.

"Please do not understand me to place shorthand as the equivalent of Latin, nor to ask you for a moment to do away with Latin and to accept shorthand as a substitute. What I am asking is that the pupil who has made a good record in shorthand, or in other subjects well taught in the high school, shall be given an opportunity to *show his or her ability to do college work*.

"I am using shorthand simply as a type of the subjects that I believe should be given some credit toward college entrance. If I am not mistaken, the colleges want students who have power to do creditable college work."

Dr. Lewis was formerly principal of the William Penn High School, Philadelphia, which is very largely commercial, and he has had an unusual opportunity to observe the effect of commercial work on students and to judge of its content and training value to a student expecting to enter college.

+ + +

Do not fail to send us your proper address for the summer if your June, July, and August magazines will not reach you at the address to which your copies are now being mailed.

Notes on Lessons in Gregg Shorthand—No. XX

BY WILLIAM WHEATCROFT

THEORY

I. Initials:

Since initials must be written with extreme care, many writers prefer to use small longhand letters, joining them in the writing.

II. States and Territories:

It will be noted that the abbreviations used for the states and territories are those adopted by the Post Office Department, and therefore it is suggested that in learning the shorthand outlines the correct longhand abbreviation be memorized, if it has not already been learned.

III. Principal Cities:

Of course learning these outlines is merely a matter of memory, but the list is sufficiently extensive to prove most useful in writing shorthand. Definite suggestions that may be applied in writing certain combinations are also given with reference to outlines for proper names:

- (a) Terminations *burg, ville, field, port, ford*
- (b) *Town and ton*
- (c) Names of cities and states joined
- (d) *State of* preceding name of state.

IV. Points of the Compass.

V. General Rules:

- (a) Forming wordsign derivatives
- (b) Indicating short sound of vowel
- (c) Placing second circle outside
- (d) Vowels coming in succession
- (e) *N-ment*
- (f) *Gency*
- (g) *Sive*
- (h) *Ch, gh, ll*
- (i) Use of contracted forms for *hundred* and *thousand*.

Notes on Lessons in Gregg Shorthand—No. XX

BY WILLIAM WHEATCROFT

BLACKBOARD SKETCH

I.

EXAMPLES

ad *o*² A. D. Adams *fe* *i* F. E. White *go* *h* G. O. Johnson


































II.

ENDING	SIGN	EXAMPLES			
(a) burg	<i>ʃ</i>	<i>g</i>	Galesburg	<i>og</i>	Ogdensburg
ville	<i>ʃ</i>	<i>be</i>	Belleville	<i>le</i>	Leadville
field	<i>ʃ</i>	<i>fa</i>	Fairfield	<i>pl</i>	Plainfield
port	<i>ʃ</i>	<i>br</i>	Bridgeport	<i>lo</i>	Logansport
ford	<i>ʃ</i>	<i>st</i>	Stamford	<i>br</i>	Bradford
(b) ton	<i>ʃ</i>	<i>qu</i>	Queenston	<i>ki</i>	Kingston
town	<i>ʃ</i>	<i>qu</i>	Queenstown	<i>ki</i>	Kingtown

(c)	<i>sa</i>	San Francisco, Calif.	<i>na</i>	Nashville, Tenn.
	<i>sa</i>	Syracuse, N. Y.	<i>sc</i>	Scranton, Pa.
(d)	<i>st</i>	State of Nevada	<i>st</i>	State of Alabama
	<i>st</i>	State of Missouri	<i>st</i>	State of Virginia
	<i>st</i>	State of Minnesota	<i>st</i>	State of Arizona

V.

EXAMPLES

(b)	 pinion	 bunion	 dominion
(c)	 light	 guy	 admire
	 likely	 gaily	 merely
(d)	 pre-eminent	 pre-determine	 O'Hara
	 Mahoney	 DeWitt	 byways
(e)	 alignment	 entertainment	 arraignment
	 adornment	 confinement	 attainment
(f)	 regency	 effulgency	 pungency
(g)	 adhesive	 derisive	 pensive
	 explosive	 massive	 oppressive
	 corrosive	 discursive	 passive

OBSERVATIONS

I. *Initials.* The fact that there is no context to initials has led to the expedient of writing them in longhand; and it has been found that much time can be saved if the small letters are used and joined in the writing, thus insuring absolute accuracy. "Safety first," always.

II. *States and Territories.* Sufficient time should be devoted to the practice of these outlines to enable the student to write them all unhesitatingly and fluently. The task of learning them is not a difficult one, since the shorthand outlines follow so closely the longhand abbreviations; with but a few exceptions the longhand abbreviation and shorthand outline correspond exactly, and consequently they will be quickly learned. Be sure that the proper longhand abbreviations are carefully noted. Every student of shorthand should have such absolute familiarity with these outlines that when he is ready for dictation he will never have even an impulse to write the name of a state or territory in longhand; they should always be written in shorthand.

III. *Principal Cities.* The same suggestions as those given for learning states and territories may apply to the principal cities. The list given in the Manual consists of the cities of the United States with which everyone is most familiar, and there is no reason for having to stop to write them in longhand when they are encountered in dictation. Practice should be given until there is no hesitation in writing them.

(a) The termination *burg* is expressed by *b*, *vill* by *v*, *feld* by *f*, *port* by *p*—all of which may be joined or disjoined—and *ford* by *fd*. These afford useful and convenient abbreviations.

(b) A clear distinction should be made between the endings *town* and *ton*. The necessity for this is recognized when we remember the names *Charlestown* and *Charleston*. The *ten* blend expresses *ton*, while *ts* written with an angle expresses *town*.
(Continued on page 338)

(c) Note the examples given in the Manual of the joining of the names of cities and states. This is a useful expedient and may be somewhat extended; but avoid any attempt to use this where the shorthand outlines do not join with facility; nothing is gained by trying to write outlines that do not join easily and naturally; in fact, valuable time is lost and speed decreased. The suggestions in the Manual form a safe basis.

(d) It is sometimes convenient to omit the word *of* in *State of* when the phrase precedes the name of the state, and to join the words.

IV. *Points of the Compass.* These should be practiced until they are thoroughly learned.

V. *General Rules.* The formation of certain shorthand outlines is quite a study in evolution. Many of them have resulted from the experiences of practical shorthand writers in their daily work, where it was found that distinctive outlines in certain cases would add to the legibility or accuracy of the notes. The forms given for *favorable*, *careless*, and *nameless* have the suffixes joined because a distinction can be preserved.

The use of the small curve to indicate the short sound of the vowel may perhaps not be of frequent occurrence, but you will find it a most useful aid in indicating clearly the exact word in rapid writing. There are times when a positive distinguishing mark removes so conclusively any possibility of conflict that time is saved by its use when the notes are transcribed.

Some of the suggestions given under this heading are for the sake of promoting accuracy in execution; as, for example, keeping the second circle outside the line when two circles are joined; expressing the Scotch or German *ch*, the Irish *gh*, and the Welsh *ll* by a dot over *k*, *g*, and *l*; using the contracted forms for *hundred* and *thousand* only when the words are preceded by numerals or *a*, *few*, *many*, *several*; writing vowels that come in succession separately and indicating their connection by a line drawn underneath.

Other suggestions are for convenience and speed in execution—omitting the jog in *n-ment*, the *n* in *gency*, and blending *s* and *v* in the termination *sive*. A familiarity with all these is a wonderful aid in everyday work.



Impressions of Teaching Methods

(Continued from page 333)

than the average teacher of other subjects appreciates. Besides, it must be more critically supervised both as to initial suggestion, steadfastness of purpose, and accuracy of execution. This is the teacher's responsibility. He must "drive each lesson home" or fail in the end.

The tendency of pupils to stare blankly at meaningless outlines must be counteracted by developing the habit of immediate sounding of the apparent integral units in such forms, plus intelligent carrying of context. Students must learn to pass through this process rapidly. Usually one fairly "stumbles" on the correct solution.

Teachers must watch the pupils who continually lag ten or more words behind the dictator. They are generally

"head workers" and their training must emphasize "hand-and-ear." As a body, teachers do this more than others, because in the past they have learned shorthand theoretically only and have not practiced it. "There is a difference between the measured, positive, dignified placing of an outline on the board, and the quick, practical execution which students must learn if they are to succeed." Another reason why teachers should be writers!

In illustrating the closing sentence of the quotation chosen as his text, Mr. Smith described a number of situations he had observed over the country; in each case showing the advantages and disadvantages of the expedients utilized by various teachers.

How the General Abbreviating Principle Frees the Mind

By Rupert P. SoRelle

ONE of the most striking and convincing comments on the Abbreviating Principle I have ever seen was written by a teacher about the time I began the study of Gregg Shorthand, and it read thus: "It is not necessary to see the tail of a dog in order to recognize the animal," or words to that effect. This made a profound impression on my mind, and a further study of the principle was the second factor that convinced my Pitmanically-trained mind of the practical basis of the system, the first being the logical and common-sense way of handling *w* and *y*.

That statement seemed to me to sum up the essence of the principle. All you need of any word, so far as shorthand outline is concerned, is enough to insure absolute recognition. The proper application of the principle makes this factor certain. It also has an effect that is not generally recognized by those who consider it only in its theoretical aspect—namely, that there will be so little variation in the forms chosen by writers as a whole as to make any consideration of these not worth while.

The Abbreviating Principle is applied generally to long words not containing recognized suffixes, or words that can be constructed under principles that apply to particular vowel and consonant combinations; such, for example, as the Reversing Principle. It is not an alternative, but has its own definite field of usefulness in shorthand economy.

But the phase of the principle I

want to draw attention to has nothing to do with the question of recognition. Hundreds of thousands of practical writers of the system all over the country are using the principle with more or less skill and are recognizing the words written in accordance with it without the least difficulty. Its practicability is unquestioned.

Every writer of shorthand must recall numerous instances of the difficulty encountered in writing some words in full—to the last unimportant and harrowing detail—particularly of new words which require immediate analysis, construction, and visualization. Due simply to the necessity for intense concentration on a particular problem of this kind, the word presents unusual mental difficulties in construction, with a corresponding lessening degree of attention to keep in mind context and the exact words of the dictator following the word that caused the trouble. Many such words can be taken care of quickly and with a great relief to the mental operations by applying the Abbreviating Principle. This may be extended by the expert writer even to words involving some of the suffixes; such, for example, as the word "unreasonableness." The outline "unreason" would meet all requirements for legibility. "Supplementary" written "supplement," "insufficiency" written "insuf," "hypothesis" written "hypth," "hospitable" written "hosp," "symbolic" written "symbol," "therapeutics" written "therapeut," "inevitable" written "inevt," "vitriolic" written

"vitrol," to mention only a few examples, are all word-forms quite as clear as if written in full.

The proper application of the Abbreviating Principle enables the writer to dispose of the construction of such words as come under the principle quickly, without the necessity of wading through the intricacies of sound analysis and the further exe-cutional difficulties the writing of an excessive number of movements in any one word always involves. The principal difficulty in such words is due to the necessity for rapid construction and the synchronizing of the manual movements with the mental. With fast-written words this is practically impossible—the manual execution following tardily upon the mental.

The Abbreviating Principle is one of extraordinary power in the hands of writers who have a strongly developed language sense. It frees the mind—and it also frees the hand, adding both speed and legibility to the writing.

EDITORIAL NOTE

The expression mentioned by Mr. SoRelle, "It is not necessary to see the tail of a dog in order to recognize the animal," has been improved upon. In giving an exposition of the system before a shorthand teachers' association in England, Mr. T. S. Halton used this vivid illustration: "Take the word *rhinoceros*. Pitman uses *rnsrs*, Gregg writes *rinos*—diphthong *i* and the accent on the *nos*. Now, any ordinary person can recognize a rhinoceros by its head and shoulders, but it takes a skilled anatomist to recognize it from its skeleton and dry bones.'



Teachers' Certificates

SINCE the last announcement the following candidates have received Gregg Teachers' Certificates:

Margaret Bruckner Thornton, Berkeley, Calif.
Mr. Wendell J. Wasson, Fort Wayne, Ind.
Sister Florence Weiland, Albany, Oregon
Adelia Willis, Oklahoma City, Okla.
Irene Wolkensdorfer, Denver, Colo.
Maude W. Spaulding, Seattle, Wash.
Doris M. Stoner, Fort Dodge, Iowa
Sister M. Octavia Conroy, Baltimore, Md.
Marjorie G. Wasson, Salt Lake City, Utah

Ethel M. Fisher, Long Beach, Calif.
Irene E. Hart, Cumberland, Wis.
Elsie F. Heger, Warrenton, Mo.
Gertrude V. Kepler, Fort Wayne, Ind.
George W. Knock, Frederick, Md.
Mary Margaret Latz, Youngstown, Ohio
B. O. Melchior, Toledo, Ohio
Mrs. Margaret Patchen, Colorado Springs, Colo.
Elsie Prahran, Chicago, Ill.
Sabie Richbourg, Morrilton, Ark.
Etta M. Schotanus, Chicago, Ill.
Hazel Scramton, Chicago, Ill.
Albert Teai Tien-Yu, Warrenton, Mo.

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Nebraska Commercial Contests Rules

ANOTHER state has adopted the contest idea this year, and in its plan includes not only shorthand and typewriting, but penmanship and spelling. Miss Mina E. Hubbell, of South High School, Omaha, one of the state and of the second district committee, has supplied us with the booklet announcing the contests and giving the rules. We are presenting the general plan and rules for the shorthand and typewriting contests. The entire booklet can probably be secured on application to Miss Hubbell or to Frank Kane, of Lincoln, or Ethel M. Craig, of Kearney, the other members of the state committee. Mr. Kane is in charge of the spelling contest, and Mr. J. M. Martin, of Wayne, of the penmanship; H. Hurlong, of Beatrice, the shorthand, and Miss Hubbell, the typewriting.

It is deemed advisable to hold district contests first, then to hold a final contest between the winners of first three places in each event in the district contests.

General Plan

Accordingly, the state has been divided into six districts corresponding exactly to the districts of the new State Teachers' Association, in each of which contests were held simultaneously Friday of the fourth week in April in the city chosen by the district committee.

The district committees appointed by the state committee for 1922, or the first year, are:

- No. 1. Frank Kane, Lincoln
- No. 2. Mina Hubbell, Omaha
Ione C. Duffy, Omaha
Nona M. Palmer, Peru
- No. 4. B. H. Patterson, Kearney
- No. 5. Ethel M. Craig, Kearney (pro tem)

The duties of these district committees:

1. To arrange all details for the contest.
2. Receive district enrollments, fees, and report and remit same promptly to the state committee.
3. Arrange suitable judges to hold contests.
4. Provide impartial judges, timekeepers, checkers, etc., for each event.
5. Give contest publicity in all district newspapers.
6. Make complete reports of all events to state committee.

The final state contest shall be held Friday of the 2nd week in May at a city to be selected by vote of the participating schools.

The duties of the state committee:

1. To keep and publish all records of all contests.
2. Make all awards earned.
3. Receive all fees and authorize all expenditures.
4. Make a complete financial and contest report, which will be published in such form that each school may have a copy.
5. Furnish all contest material.
6. Give publicity to state contest.
7. Provide judges, timekeepers, checkers, etc.
8. Arrange all other details for the final state contest.

ELIGIBILITY—Any bona fide student in any public or private school in the state, above the

General Rules eighth grade; high
For All school, parochial high
Contests school, academy,
business college, nor-

mal school, college, or university. Any contestant whose eligibility is challenged may enter the contest in the prescribed manner, but his papers shall be sealed until the committee decides, and if found ineligible his paper will be destroyed without scoring.

NUMBER OF CONTESTANTS ALLOWED EACH SCHOOL—Not over three entrants in any one event or class of contest, except penmanship,

are allowed any one school. But each person may enter as many different contests as his school desires, provided he registers for each at the time of enrollment.

ENROLLMENT FEE—Fifty cents for each person regardless of the number of contests entered. (It is desired to make these contests self-supporting only; if this fee more than covers actual expenses, it may be reduced accordingly another year.)

TIME OF ENROLLMENT—The names and fees and registration of all contestants must be received by the district committee chairman not less than two weeks before the date of the contest.

EXPENSES—Each contestant, or his school, is responsible for his own expenses. It is suggested that if possible the expenses of the contestants be paid out of school funds. Entertainments, socials, etc., seem to be a legitimate manner of raising funds.

TIME AND PLACE—*District Contests*—*Time*—Friday of the 4th week in April. *Place*—To be chosen by district committee. *State Contests*—*Time*—Friday of the 2nd week in May. *Place*—To be decided by vote of participating schools.

AWARDS—*To Students*—Suitable certificates, first three places in all events in both district and state contests. *To Schools*—Suitable certificates to schools winning highest score only in all district contests.

To the three schools winning highest scores in state contest.

METHOD OF SCORING SCHOOLS

First place in any event.....	5 points
Second place in any event.....	4 points
Third place in any event.....	3 points
Fourth place in any event.....	2 points
Fifth place in any event.....	1 point

Thus the best all-round commercial

school might be one which did not win first place in any event.

MATERIAL—For all contests, both district and state, shall be provided by the state committee, sent under seal to the contest and opened before the contestants at the beginning of the hour appointed for each event.

GRADING OF ALL PAPERS—In all events must be done in such a way that the names of contestants shall not be known to graders until after winners are decided upon.

Class I. Students who have had not over 250 forty-five minute periods of instruction.

Shorthand Rules **Class II.** The best product of the school enrolled at the time of the contest.

MATERIAL—250 words non-technical straight reading matter, similar to Civil Service.

RATES OF DICTATION—**Class I.** 40, 55 and 65 words a minute.

Class II. 80, 100, 120 and 140 words a minute.

The shorthand contest officials shall comprise:

I. A dictator, who has no one trained by himself in the contest and who is accustomed to giving timed dictation with clear enunciation.

II. Two checkers, whose duty it will be to compare the actual reading of the dictator with the copy in order to detect any possible deviations the dictator might make from the printed copy.

III. One timekeeper, provided with stop watch and whistle.

IV. A committee of shorthand teachers of the district, two of which shall grade each paper.

GRADING RULES—Those of the U. S. Government Civil Service. No paper shall contain the contestant's name.

PLAN—Dictation will be given at the lowest rate first, then next higher, etc., until all has been given, after which contestant may transcribe the one he chooses.

Time allowed for transcription: One hour.

Any system of shorthand may be used.

SCORING—Speed 1 1/2; Accuracy 1 1/2.

Scoring of Speed:

Speed	Grade	Speed	Grade
65.....	100	140.....	100
55.....	90	120.....	90
40.....	80	100.....	80
	80.....		70

Scoring of Accuracy:

Each word omitted, added, substituted or misspelled or for use of singular instead of plural or of plural instead of singular when the grammatical correctness is affected.....3

Each transposition.....2

Each gross error in capitalization, or punctuation, each error in division of words, each word repeated, each failure to use hyphen when required, each abbreviation, use of the plural for the singular or the singular for the plural when grammatical correctness is not affected.....1

Interlineations, erasures, and lack of neatness.....1-5

DISTRICT AWARDS TO STUDENTS—First Place in Class I—Certificate and Title of Student Champion Junior Shorthand Writer District No.....

First Place in Class II—Certificate and Title of Student Champion Shorthand Writer District No.....

Second and Third Places in both events—Suitable certificates.

STATE AWARDS TO STUDENTS—First Place in Class I—State Student Champion Junior Shorthand Writer.

First Place in Class II—State Student Champion Shorthand Writer.

Second and Third Places—Suitable certificates.

CLASSES—Class I. Students who have not had over 250 forty-five minute periods of instruction. Class II. The best students of the school regardless of amount of instruction.

RULES—International Rules.

MATERIAL—To be furnished by the National Committee and to be similar to test material of Remington and Underwood Typewriter Companies.

GRADING—Grading of papers will be done by a committee of typewriting teachers appointed by the committee, each paper to be graded by at least two different persons without knowing the name of the writer.

MACHINES—Each contestant is advised to bring his own machine, but the district committee will place at the service of contestants the machines of the local schools; provided request for such is made at the time of enrollment.

DISTRICT AWARDS TO STUDENTS—First Place in Class I—Certificate and Title of Student Champion Junior Typist, District No.

First Place in Class II—Certificate and Title of Student Champion Typist of District No.....

Second and Third Places in Both Events—Suitable certificates of rank.

STATE CONTEST AWARDS TO STUDENTS—First Place in Class I—Certificate and Title of State Student Champion Junior Typist.

First Place in Class II—Certificate and Title of State Student Champion Typist.

Second and Third Places in Both Events—Suitable certificates.



to Shorthand Plates in
The GREGG WRITER

Business Letters

LETTERS TO SALESMEN

[From Gardner's Constructive Dictation, Page 155, letters 6 and 7.]

Salesman J. H. Nelson,
Dear Nelson:

I was pleased to see you get those nice mattress orders, and the good variety sold on each. The²⁵ Credit Department is giving special attention to the order from Richmond, but we hope their report will be favorable so that we can make prompt⁵⁰ shipment.

In making out your reports, George, please fill in the last column on page 1, so that your report will be entirely complete. In⁷⁵ this, answer the questions as given at the head of the column. These reports are referred to very frequently here at the office, and unless¹⁰⁰ your report comes in complete, it is very embarrassing to have a record and still have none, on account of the failure of the person¹²⁵ making out the report to have it complete. It takes but a few minutes to make out your report; do this daily—each evening. Then,¹⁵⁰ when Saturday night comes, your report is complete and you simply fold it up and put it into the mail and send it on to¹⁷⁵ the factory.

Here's believing that the coming week will bring forth good results.

Very truly yours, (191)

Mr. S. E. Carr,
Salesman No. 60.

Dear Sir:

Mr. A. W. Rose writes us from Cairo, Illinois, that he is about to open a²⁵ general store there and wants one of our general catalogs. We sent this to him.

He tells us that he is acquainted with you, and,⁵⁰ although Cairo is on

Mr. Westcott's supplementary list, if you believe you can get any business from Mr. Rose, we believe you had best make⁷⁵ an effort to see him.

If you secure an order we shall be glad to transfer the town to your list. We want you to¹⁰⁰ decide about this, but let us know at once.

Yours truly, (111)

The Business Woman as a Wife

By Dorothy Dix

"Do you think that going into business unfits a woman for domesticity? Do you think a business woman makes a good wife?" asks a young²⁵ man.

I think that the business woman is the preferred risk in matrimony. I think that there is no other training for wifehood equal to⁵⁰ that which a girl gets in a business office, and that it is a pity that every woman has not had the experience of actually⁷⁵ earning her own living for a year or two before she marries.

There are many reasons why the business girl makes a better wife, all¹⁰⁰ things considered, than the domestic girl. The first is, of course, the obvious one that she is apt to be more thrifty and economical, and¹²⁵ knows more about handling money and getting the value out of it.

No woman who has ever earned a dollar looks upon it with the¹⁵⁰ same eyes as does the woman who has never worked for money, but has always had it given to her. To the one the dollar¹⁷⁵ mark is a symbol of toil, weariness, strain and anxiety. To the other it simply stands for pleasure and the gratification of desire. Therefore, the²⁰⁰ wife who knows from experience how hard her husband makes his money is more careful of it than the wife who has a vague general²²⁵ idea that greenbacks grow on trees, and all that a man has to do is to go out

and pluck them off and bring them²⁵⁰ to her to throw away.

The second reason why the business girl makes a good wife is that she is more reasonable than the domestic²⁷⁵ girl because she understands the demands of business. She knows that the very fact that a man is prospering in business often causes him to³⁰⁰ be hard up for ready money so that he cannot afford the new car or the fur coat that his wife has set her heart³²⁵ upon, and that she thinks he is mean not to give her, because he admits that business is good.

Therefore, when a man explains³⁵⁰ to his business wife how they must economize for the present, in order to be rich in the future, she understands, and is glad to³⁷⁵ cut expenses to the bone to help realize his ambitions, instead of weeping and fretting and complaining, as the domestic wife so often does under⁴⁰⁰ such circumstances.

Also, knowing the exigencies of business, she knows that a man cannot always break up an important conference just because his wife is⁴²⁵ set on having meals on the strike of the clock, and that there are times and seasons when he must stay downtown to entertain out⁴⁵⁰-of-town customers, and so she does not have hysterics or get green-eyed with jealousy every time her husband does not punch the time⁴⁷⁵ clock at the appointed hour.

The third reason why the business woman is a preferred risk in matrimony is because she has more sympathy for⁵⁰⁰ her husband than the domestic woman has. There is nothing that teaches us pity like having suffered ourselves. The woman who has toiled in the⁵²⁵ commercial treadmill knows that when the day's work is done men and women alike are exhausted in body, mind, and soul. They have been through⁵⁵⁰ struggles and fret, and worry until their nerves are raw and quivering and they have reached the place where one additional burden is the straw⁵⁷⁵ that breaks the camel's back.

The business woman remembers that when she stumbled across her threshold of an evening all she wanted on earth was⁶⁰⁰ a hot bath and some good food and for nobody to speak to her until she had time to rest and pull herself together. Therefore,⁶²⁵ she greets her husband with a smile and coddles him silently and feeds him swiftly and lets him do as he pleases.

She does not⁶⁵⁰ meet him at the front door with a recital of everything that has gone wrong during the day, nor get peeved and think he is⁶⁷⁵ grouchy because he doesn't feel like talking, nor does she quarrel with him because he doesn't put on his evening clothes and go out to⁷⁰⁰ a party with her.

The domestic woman doesn't see what on earth there is to tire a man out in sitting at a mahogany desk⁷²⁵ in an artistically decorated office all day. She thinks he should be glad to go out and dance until 1 o'clock to get some exercise.⁷⁵⁰ The business woman has been there and she knows that a battle is fought over that mahogany desk and in that artistic office every day⁷⁷⁵ that takes the last ounce of vitality out of a man, and she wants to pity and mother him, just as much as she would⁸⁰⁰ any wounded soldier that was brought to her off of the battle field.

The fourth reason why the business woman makes a good wife is⁸²⁵ because she has learned to forget her precious feelings, and not to leave them lying about all over the place for⁸⁵⁰ an unwary foot to step on, and she has learned how to control her temper and her tongue.

The first requisite of holding down a⁸⁷⁵ job is to learn to take criticism impersonally, and when your faults are pointed out to you to correct them instead of getting angry and⁹⁰⁰ feeling that you are insulted. The second requisite of holding down a job is the ability to get along with people and not to be⁹²⁵ in an eternal wrangle with those about you.

This art the business woman has acquired, and she does not burst into

tears⁹⁰ every time her husband says the coffee is bad and the eggs too hard. She gets busy and sees that they are right next morning.⁹⁷ Nor does she pull the temperamental stuff and make scenes over every little thing that goes wrong, as does the girl who has never had¹⁰⁰ to suppress her emotions, or get fired from her situation.

Finally, the business woman makes a better wife than the domestic woman because in working¹⁰² with men, she has learned a lot about the masculine psychology. She has found out how to jolly men along and how to dodge the¹⁰⁰ angles in their disposition, and when to ask favors and when to keep silent, and a lot more useful information that it takes the domestic¹⁰⁷ woman about thirty years of matrimony to find out. For any business office is an intensive course in the study of mankind, that turns her¹¹⁰ out a postgraduate in the gentle art of managing a husband.

Against these advantages of the business woman may be set down the fact that she¹²⁶ starts out with little practical knowledge of housework, but that does not count. Any girl who has had sense enough to make her own living¹⁵⁰ can learn how to cook in a month. (1158)

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Lesson XVII

WORDS

Amazingly, Worthington, Millingham, capability, amicability, intensification, vivification, program, megrim, partisanship, ladyship, outward, fatherhood, backwardness, allegorical, tropical, typical, myocarditis, gesticulate, fundamentally, searchingly, hesitatingly, cadetship, unification, forward. (25)

SENTENCES

Gentlemen:

Owing to an attack of appendicitis, Mr. Irvington, in partnership with Mr. Framingham, regrets his inability

at present to formulate any radical changes in²⁵ the diagram of the monument which the Medical Brotherhood of America is to erect at Washington.

It is exceedingly difficult at this time to solicit⁶⁰ new specifications, but if the work is to be completed by June this must be done immediately.

Yours very truly, (70)

Lesson XVIII

WORDS

Austerity, vulgarity, virility, totality, drastic, verbosity, causticity, activity, asininity, solemnity, acrostic, acoustics, autocratic, aeronautic, static, analytically, bibliographer, meteorologist, chronograph, autobiography, capillarity, chaotic, animosity, fantastic. (24)

SENTENCES

Dear Sir:

We wish to take this opportunity to praise most highly the energetic and systematic way in which the gigantic Telegrapher's Convention was handled.²⁵

In all sincerity, the hospitality shown our fraternity while in your community will never be forgotten, and we desire to express to you our thanks.⁶⁰

We are sending you, under separate cover, a few artistic photographs of some of the activities. Your publicity committee may use them as they see⁷⁵ fit.

Very sincerely yours, (79)

Lesson XIX

WORDS

I wish to take, worth while, in every instance, I beg to say, it is a great pleasure, I expect, to a certain extent, at²⁵ all events, by all means, it must be done, bill of sale, as a matter of law, in the first place, I went, they went,⁶⁰ above mentioned, annual dividends, annual payment, annual premium, as a rule, as a result, any length of time, write him, as many as (you) can,⁷⁵ we could have. (78)

SENTENCES

Gentlemen:

We are sorry to report that our bill of lading for goods going through to you last week on the Michigan Central has been²⁶ lost. You are aware of the fact that we must have this record on account of our annual statement to the stockholders. As you have⁶⁰ the original, may we trouble you for a duplicate copy by return mail.

As soon as possible, we will send you another shipment, but at⁷⁶ the present time our demand is greater than our supply.

Thanking you for your kind attention to this matter, we remain,

Very sincerely, (98)

Lesson XX

WORDS

Impressive, reunion, astringency, handcuff, gaily, immerge, quarterly, Fairville, Boxford, likeable, unfavorable, (New Haven, Connecticut) addressee, American, applicant, citizenship, architecture, bankruptcy, civilize, countless, democracy, exponent, opponent,²⁸ proponent, component, dissimilar, mischief. (29)

SENTENCES

Dear Sir:

Because of its favorable location and extensive facilities to accommodate the many thousands coming daily from north, east, south, and west, Chicago, Illinois,²⁸ has been selected for our "Pageant."

The assignment of an agency in the "Food Products Division" has been given to you. Mr. Paterson of Jersey⁶⁰ City has charge of the "Immigration Bureau," and Mr. Johnston of Charlestown, Mass., has the "Educational Division," and they will be glad to confer with⁷⁶ you.

Very cordially yours, (79)

The Masque of the Red Death

By Edgar Allen Poe:

(Concluded from the April issue)

—of even the¹⁰⁰⁰ Prince's indefinite decorum. There are chords in the hearts of the most reckless which cannot be touched without emotion. Even with the utterly lost, to¹⁰²⁵ whom life and death are equally jests, there are matters of which no jest can be made. The whole company, indeed, seemed now deeply to¹⁰⁵⁰ feel that in the costume and bearing of the stranger neither wit nor propriety existed. The figure was tall and gaunt, and shrouded from head¹⁰⁷⁵ to foot in the habiliments of the grave. The mask which concealed the visage was made so nearly to resemble the countenance of a stiffened¹⁰⁹⁰ corpse that the closest scrutiny must have had difficulty in detecting the cheat. And yet all this might have been endured, if not approved, by¹⁰²⁵ the mad revelers around. But the mummer had gone so far as to assume the type of the Red Death. His vesture was dabbled in¹⁰⁶⁰ blood—and his broad brow, with all the features of the face, was besprinkled with the scarlet horror.

When the eyes of Prince Prospero fell¹⁰⁷⁵ upon this spectral image (which with a slow, solemn movement, as if more fully to sustain its role, stalked to and fro among the waltzers),¹⁰⁹⁰ he was seen to be convulsed, in the first moment, with a strong shudder either of terror or distaste; but, in the next, his brow¹⁰⁹⁵ reddened with rage.

"Who dares?" he demanded hoarsely of the courtiers who stood near him—"who dares insult us with this blasphemous mockery? Seize him and unmask him¹⁰⁵⁰—that we may know whom we have to hang at sunrise, from the battlements!"

It was in the eastern or blue chamber¹⁰⁷⁵ in which stood the Prince Prospero as he uttered these words. They rang throughout the seven rooms loudly and clearly—for the

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Prince was a²¹⁰⁰ bold and robust man, and the music had become hushed at the waving of his hand.

It was in the blue room where stood the²¹²⁵ Prince, with a group of pale courtiers by his side. At first, as he spoke, there was a slight, rushing movement of this group in²¹⁵⁰ the direction of the intruder, who at the moment was also near at hand, and now, with deliberate and stately step, made closer approach to²¹⁷⁵ the speaker. But from a certain nameless awe with which the mad assumptions of the mummer had inspired the whole party, there were found none²²⁰⁰ who put forth hand to seize him; so that, unimpeded, he passed within a yard of the Prince's person; and while the vast assembly, as²²²⁵ if with one impulse, shrank from the centers of the rooms to the walls, he made his way uninterruptedly, but with the same solemn and²²⁵⁰ measured step which had distinguished him from the first, through the blue chamber to the purple—through the purple to the green—through the green²²⁷⁵ to the orange—through this again to the white—and even thence to the violet, ere a decided movement had been made to arrest him.²³⁰⁰ It was then, however, that the Prince Prospero, maddening with rage, and the shame of his own cowardice, rushed hurriedly through the six chambers, while³²²⁵ none followed him on account of a deadly terror that had seized upon all. He bore aloft a dagger, and had approached in rapid impetuosity,²³⁵⁰ to within two or three feet of the retreating figure, when the latter, having attained the extremity of the velvet apartment, turned suddenly and confronted²³⁷⁵ his pursuer. There was a sharp cry—and the dagger dropped gleaming upon the sable carpet, upon which, instantly afterwards, fell prostrate in death the²⁴⁰⁰ Prince Prospero. Then summoning the wild courage of despair, a throng of the revelers at once threw themselves into the black apartment, and, seizing the²⁴²⁵ mummer, whose

tall figure stood erect and motionless within the shadow of the ebony clock, gasped in unutterable horror at finding the grave ceremonies and²⁴⁵⁰ corpse-like mask, which they handled with so violent a rudeness, untenanted by any tangible form.

And now was acknowledged the presence of the Red²⁴⁷⁵ Death. He had come like a thief in the night. And one by one dropped the revelers in the blood-bedecked halls of their revel,²⁵⁰⁰ and died each in the despairing posture of his fall. And the life of the ebony clock went out with that of the last of²⁵²⁵ the gay. And the flames of the tripods expired. And Darkness and Decay and the Red Death held illimitable dominion over all. (2547)

A Mining Case—VII

(Continued from the April issue)

Q²²⁷⁵ You would undertake to tell the court what the obligations were in it, and what you understood it meant?

A Yes, sir.

Q And that²³⁰⁰ is as far as you would undertake to go?

A I could not remember all that is in it.

Q You could not remember anything²³²⁵ in it except that it made the impression on your mind that you were making a contract to pay three per cent royalty to these²³⁵⁰ three parties, could you?

A I remember it required us to pay three per cent royalty.

Q And you have told now on the witness²³⁷⁵ stand, on your direct examination, all you can recollect about that contract, haven't you?

A Well, with so many interruptions it is hard to tell.²⁴⁰⁰

Q Didn't your counsel ask you, and didn't we all sit and wait for ten minutes for you to remember what was in it? Isn't²⁴²⁵ it a fact your counsel several times said to go on and state; go on and state, in order

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to have you go ahead and²⁴⁶⁰ make statements?

A That is shown, I suppose, in the deposition.

Q That is shown in this record on the witness stand. I am talking²⁴⁷⁵ about a few minutes ago when you were being asked about this. That is all shown by the stenographer. That is true, isn't²⁵⁰⁰ it?

A (No answer.)

Q You have told all you know about that contract, have you?

A I gave the substance of it.

CHARLES H.²⁵²⁵ MILLS

sworn as a witness on behalf of plaintiff, testified as follows:

DIRECT EXAMINATION

by Mr. Jones

Q Your name is Charles H. Mills?

A²⁵⁵⁰ Yes, sir.

Q What is your business?

A Attorney-at-law.

Q Where do you live?

A In Joplin.

Q What was your business in²⁵⁷⁵ 1915?

A Attorney-at-law in Joplin, Missouri.

Q You know Mr. Pate and Mr. Brady? A Yes, sir.

Q And you have²⁶⁰⁰ met Mr. Mulen? A I met him once, I believe.

Q You know Mrs. Pate, do you?

A Yes, sir.

Q Are you familiar with²⁶²⁵ the transaction and circumstances in connection with the execution of Exhibits C and D? A I am.

Q You may tell the facts and circumstances²⁶⁵⁰ in reference to the execution of those instruments.

A At that time I was vice-president of the Higgins Land Company, and I am now.²⁶⁷⁵ Along some time in the early part of the year 1915 we forfeited our lease on this property and Mr. Pate wanted a²⁷⁰⁰ lease on this Ball property for the Brady Lead Company.

Q. What about this contract for royalty? When was that made?

A The latter part²⁷²⁵ of 1912.

Q Did you draw this contract? (2735)

Washington

By Dr. Charles W. Eliot

(Concluded from the April issue)

—Republic quite outside of the Government, which seem to us to override and almost defy the closely limited governmental forces. Quite lately we have²⁷⁵⁰ seen two of these new forces—one a combination of capitalists, the other a combination of laborers—put the President of the United States into²⁷⁷⁵ a position of a mediator between two parties whom he could not control, and with whom he must intercede. This is part of the tremendous²⁸⁰⁰ nineteenth century democratic revolution, and of the newly acquired facilities for combination and association for the promotion of common interests. We no longer dread abuse²⁸²⁵ of the power of state or church; we do dread abuse of the powers of compact bodies of men, highly organized and consenting to be²⁸⁵⁰ despotically ruled, for the advancement of their selfish interests.

Washington was a stern disciplinarian in war; if he could not shoot deserters he wanted them²⁸⁷⁵ "stoutly whipped." He thought that army officers should be of a different class from their men, and should never put themselves on an equality with²⁹⁰⁰ their men; he went himself to suppress the Whiskey Rebellion in 1794, and always believed that firm government was essential to freedom.²⁹²⁵ He never could have imagined for a moment the toleration of disorder and violence which is now exhibited everywhere in our country when a serious²⁹⁵⁰ strike occurs. He was the chief actor through the long struggles, military and civil, which attended the birth of this nation, and took the gravest²⁹⁷⁵ responsibilities which could then fall to the lot of soldiers or statesmen; but he never encountered, and indeed never imagined, the anxieties and

dangers which³⁰⁰⁰ now beset the Republic of which he was the founder. We face new difficulties. Shall we face them with Washington's courage, wisdom, and success?

Finally,³⁰²⁵ I ask your attention to the striking contrast between the wealth of Washington and the poverty of Abraham Lincoln, the only one of the succeeding³⁰⁵⁰ Presidents who won anything like the place in the popular heart that Washington has always occupied. Washington, while still young, was one of the richest³⁰⁷⁵ men in the country; Lincoln, while young, was one of the poorest; both rendered supreme service to their country and to freedom; between these two³¹⁰⁰ extremes, men of many degrees as regards property holding have occupied the Presidency, the majority of them being men of moderate means. The lesson to³¹²⁵ be drawn from these facts seems to be that the Republic can be greatly served by rich and poor alike, but has oftenest been served³¹⁵⁰ creditably by men who were neither rich nor poor. In the midst of the present conflicts between employers and employed, between the classes that are³¹⁷⁵ already well to do and the classes who believe it to be the fault of the existing order that they too are not well to³²⁰⁰ do, and in plain sight of the fact that democratic freedom permits the creation and perpetuation of greater differences as regards possessions than the world³²²⁵ has ever known before, it is comforting to remember that true patriots and wise men are bred in all the social levels of a free³²⁵⁰ commonwealth, and that the Republic may find in any condition of life safe leaders and just rulers. (3267)

Short Stories in Shorthand

WILL HE BE ELECTED?

"So Jack is a candidate for your hand!"

"Yes, a machine candidate, you

might call him—he owns an automobile." (20)

HOW COULD SHE!

Five or six times the busy mother had asked her daughter to bring in an armload of stove wood, but the girl paid no attention,²⁵ merely chewing her "wad" of gum all the faster.

"Milly," finally declared the mother, threateningly, "I'll slap you if you don't take that gum out⁵⁰ of your mouth and put in a load of wood!" (60)

PENDING DECISION

"I'm in a tough position" declared the judge who had resigned to resume the practice of law. "Been employed to try to get a new²⁵ trial for a man I sent to jail."

"Well?"

"Shall I decline the case, or shall I make myself out a mutt for convicting this man?" (51)

THE MARRIAGE OF CONVENIENCE

Office Boy (anxious to go to the ball game): May I have the afternoon off? My grandmother—

Employer: Oh, yes, I've heard that before. Your²⁵ grandmother died last week.

Office Boy: Yes, sir, but—my grandfather's getting married again this afternoon. (41)

A "STOCK" OBJECTION

"Why not marry?" said the benedict to the woman hater, "and have a wife to share your lot for better or for worse?"

And the²⁵ disgruntled one growled: "It sounds all right; but some of these shareholders blossom into directors!" (40)

COUNTRY MARVELS

Bobby, reciting the wonders of last summer's visit to the country: "And say, Mollie," he said, "out on the farm they get milk from cows,²⁵ and it's just as good as any." (32)